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# TOOLS AND SERVICES FOR ORGANIZING DISTANCE LEARNING

**Volkova Alla Grigoryevna**, senior lecturer of the department of "Foreign Languages and
Professional Communications", Center of International links and Business
**Krasnoyarsk State Agrarian University, Krasnoyarsk, Russia**
*e-mail: alla.volkova@mail.ru*

**Abstract.** Distance learning as one of the forms of the educational process requires modern technological training and certain knowledge for conducting lessons in a remote format. The article considers the issue of a step-by-step algorithm for constructing a distance lesson using a number of digital services and tools.

**Key words:** distance learning, tool, service, learner, educational platform, e-learning, virtual board, online lesson, assessment.

# ИНСТРУМЕНТЫ И СЕРВИСЫ ДЛЯ ОРГАНИЗАЦИИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

**Волкова Алла Григорьевна**, старший преподаватель кафедры «Иностранные языки и
профессиональные коммуникации», ЦМСиБ
**Красноярский государственный аграрный университет, Красноярск, Россия**
*e-mail: alla.volkova@mail.ru*

**Аннотация.** Дистанционное обучение как одна из форм образовательного процесса требует современной технологической подготовки и определённых знаний для проведения занятий в удалённом формате. В статье рассматривается пошаговый алгоритм построения дистанционного урока с применением ряда цифровых сервисов и инструментов.

**Ключевые слова:** дистанционное обучение, инструмент, сервис, обучающийся, образовательная платформа, электронное обучение, виртуальная доска, онлайн урок, оценивание.

Distance learning (DL) is an integral part of the future, it is convenient and inevitable, given the pace of development of modern technologies and the need for digitalization in almost all spheres of life. Of course, one can argue that live communication cannot be replaced, but we are not talking about a complete replacement of the traditional learning system, we are talking about distance learning as an auxiliary tool [1, p.408].

Distance learning is a learning process, only without a student, or rather, without their physical presence in the classroom [4, p.104]. Distance learning implies:
- training at a distance, remotely [6, p.450];
- your own pace of doing the assignment, free time;
- equal opportunities, all students can attend classes;
- individual approach, different tasks in terms of difficulty [15, p.320];
- technologies: video chats, messengers, virtual classrooms, tests and tasks with automatic assessment [12, p.87].

There are three forms of DL: synchronous, asynchronous, and blended [8, p.256].

Synchronous learning takes place in real time. Video conference or chat is carried out according to the time of the lesson in the schedule. During the video lessons, discussions take place, questions are answered, and homework is checked. The advantages of synchronous distance learning are:
- presence effect, personal interaction;
- there is an opportunity to understand in more detail the material being studied, to answer students' questions and to sort out the difficulties directly;
- scheduled classes discipline students.

The disadvantages of synchronous distance learning are:
- poor internet connection;
- difficulties in e-lesson planning.

Asynchronous learning involves loading a virtual classroom (platform), for example Google Classroom. Lectures, videos, pictures are uploaded there for self-study at your own pace. However, it is important to indicate the deadline of the assignment. The advantages of asynchronous distance learning are:

- no need to constantly interact with students;
- more time to study materials, a student's own pace of work;
- training for a teacher costs less, you can do it gradually.

The disadvantages of asynchronous distance learning are:
- there is no live communication with students [7, p.460];
- the likelihood of misunderstanding the material.

Blended distance learning includes both synchronous and asynchronous. For example, in asynchronous learning, the teacher gives material for independent study, in synchronous learning, they conduct a video conference with answers to questions or a discussion. Blended learning is the optimal form of distance learning that combines the advantages of synchronous and asynchronous learning and compensates for their disadvantages.

Various resources can be used to organize distance learning, but in this article, we will take as a basis a number of available applications. Distance learning should be mobile, so the use of smartphones or tablets and diverse services for the organization of DL will be reasonable enough and technologically advanced [11, p.113]. All applications described in this article are free, and the only condition to work in some of them is to have a Google account.

The main components of DL are:
- an educational platform – the place where the joint work of the teacher and students will be organized;
- a virtual board – a special e-board to post material for the lesson;
- a testing system – to control and assess the learners' work.

*Educational platforms*. Distance learning system (LMS, e-platform) is an important tool in the work of e-learning specialists [3, p.239]. When choosing a platform for distance learning, you need to pay attention to the following features:
- Features of the system. What makes the system stand out from the rest?
- Content support. What standards and formats of content for online learning does the system support?
- Content creation. How does the task constructor work?
- User management. How can you interact with users on the platform?
- Reporting system. How will you control the educational process?
- Mobile version (application). How does the site work on a smartphone, is there a mobile version, is there an application [13, p.277]?

It can be concluded that Google classroom platform 100% fits these criteria. You can also use the following platforms: Core, Onlinetestpad, Learningapps [16, p.434].

*Virtual boards*. Interactive online whiteboards allow large numbers of participants to work remotely in real time. The audience scale can start with a mini-class or even one-to-one consultation and end with an audience of thousands. Their use can solve a wide variety of tasks: perform exercises jointly and see each other's actions, show with an arrow the place worth paying attention to, make notes, 'glue' stickers, or draw. Many boards can be attached with links, videos, pictures, a timer, they can be saved as pictures and reused, which does not work with a regular blackboard. Thus, a virtual board is inherently similar to the real board we are used to, but additionally opens up a number of possibilities, and each platform has its own. With a Google account you may use such a service as Jamboard. Other examples of virtual boards include Kami, Padlet, Miro, and Zoom board [17, p.440].

*Testing systems*. Testing is a standardized method for assessing knowledge, skills, and abilities of students, which helps to identify gaps in current and final training and to form an individual pace of learning. Testing in pedagogy performs three main interrelated functions: diagnostic, teaching, and educational.
1. The diagnostic function is to identify the level of knowledge, abilities, and skills of the student [2, p.45].
2. The teaching function of testing is to motivate the student to intensify the work on the assimilation of educational material.
3. The educational function is manifested in the frequency and inevitability of test control. This function disciplines, organizes and guides the activities of students, helps to identify and eliminate gaps in knowledge, and forms the desire to develop their abilities.

When giving students tests during distance learning, the teacher can use the Google forms service to create tests and surveys. Services such as Onlinetestpad and Mentimiter are also convenient to use.

The structure of a distance lesson preparation includes the following steps:
- set the goals and objectives of the lesson;

• choose the tools and services with which you and the students will work: video conference (Zoom, Skype, Google meet), lecture (Google doc, Sway, PDF in the cloud), watching videos (YouTube, Edpuzzle), test (Google forms, Master test) [14, p.400];

• draw up a lesson plan, be sure to alternate types of activity. For example, if you are doing some papers in Sway, take a page of text, a page of video, a page of images, etc.;

• think over the materials, select not only what is important, it is desirable to dilute the material with interesting facts, descriptions [5, p.285];

• think over methods of control: Google forms, Master test, making presentations, or writing an abstract;

• provide assessment methods, be sure to tell the students the assessment criteria in advance;

• reflection: you can ask questions for reflection, use the AnswerGarden program, for example.

Summing up, it can be noted that when organizing distance learning, first of all, it is necessary to systematize the idea of this format of conducting classes and models of its organization. It is also essential to analyze the real situation in an educational institution [9, p.209], to identify the existing experience and problems in organizing distance learning, and in turn, to outline prospects for activities in this direction [10, p. 113].

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